DOCUMENT RESUME

ED 187 273 HE 012 748

TITLE	On Campus with Women, No. 24, Summer/Fall 1979.
INSTITUTION	Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE	79
NOTE	19p.
AVAILABLE FROM	Association of American Colleges, 1818 R Street N.W., Washington, DC 20009.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Affirmative Action; Career Development; College Admission; College Faculty; College Students; Compensation (Remuneration); Equal Education; Equal Opportunities (Jobs); Federal Legislation; *Females; Fringe Benefits; Graduate Study; Grantsmanship; Grievance Procedures; *Higher Education; Information Sources; Legal Responsibility; Minority Groups; Quotas; Rape; Reentry Students; Reentry Workers; Scientists; *Sex Discrimination; Tenure; *Women Faculty; *Womens Athletics; *Womens Education; Working Hours
IDENTIFIERS	*Title IX Education Amendments 1972

ABSTRACT

Addressed in this issue are: Title IX (right to sue, coverage of employment, a women's reentry program in violation of the law, law students filing a complaint, and disclosure of campus policies); sports (males on female teams, a statewide women's sports group, the average woman and sports, and a bibliography); employment (race preference in affirmative action, faculty salaries, tenure, career patterns of women in education, paternity leave, discrimination in fringe benefits, alternative schedules, career development); women's education (quotas in college admission, enrollment trends, graduate school programs especially for women, a study of sex roles, women's centers, data on women in academe, women's studies, off-campus work programs, sexism in counseling and therapy); sexual harassment and rape (within the faculty or between faculty member and student); women in science (graduate study, barriers, and discrimination); reentry women (career change, returning women); and general resources (a proposal critique service, information dissemination, and others resources). (MSE)

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project on the status and education of **women**

on campus with women

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TITLE IX

Supreme Court Says Individuals Can Sue Under Title IX

A recent U.S. Supreme Court decision gives individuals the right to sue federally funded educational institutions to enforce the ban on sex discrimination. The Court ruled that private law suits are "fully consistent with—and in some cases even necessary to—the orderly enforcement" of Title IX of the 1972 Education Amendments. According to the majority opinion by Justice John Paul Stevens, the HEW administrative action of cutting off funds when discriminatory practices have been found at an institution is severe and may not provide an appropriate means of enforcement when isolated incidents of discrimination have occurred. Stevens based his decision on the option that Title IX was intended to protect individual rights as well as to ensure that federal funds do not support discriminatory practices. Thus, the right to file private law suits is necessary under the act to provide a meaningful remedy for some individuals. The decision came in the case of *Geraldine Cannon v. University of Chicago* (441 U.S. , May 14, 1979), which was brought by a medical school applicant who claimed the school's policy of weeding out older applicants had a disproportionately adverse impact on women. The Supreme Court decision overruled decisions at the federal district and circuit court levels which had rejected her claims without ruling on the merits, because they said she had no right to sue under Title IX.

Courts Rule Against Title IX Coverage of Employment

The HEW regulation forbidding sex discrimination in employment under Title IX is invalid and unenforceable, according to a June 1979 ruling by a U.S. Court of Appeals. The 6th Circuit affirmed a 1977 district court decision that Title IX was intended to protect students, rather than teachers or other staffers, in education programs receiving federal money. *Romeo Community Schools v. HEW* [48 U.S.L.W. 2021 (5th Cir. Ct. 1979) *aff'd* 45 U.S.L.W. 2509] originated when HEW attempted to cut off federal funds to the school district because it did not provide sick leave to pregnant employees. Nine federal district courts, in addition to the three federal appeals courts have ruled against HEW's claim [See also *Isleboro School Committee v. Califano,* 593 F. 2d 429, 47 U.S.L.W. 2599 (1st Cir. Ct. 1979); *Junior College District of St. Louis v. Califano,* 47 U.S.L.W. 2700 (8th Cir. Ct. 1979). In August 1979, HEW asked the Supreme Court to review these two cases.] Appeals are pending before four other circuit courts. Pending review by the Supreme Court, HEW has instructed its regional offices to process Title IX employment cases only if they affect students or personnel whose work directly involves students.

Women's Re-entry Program Violates Title IX

HEW ruled in June that parts of the Women's Reentry Program at DIABLO VALLEY COLLEGE (CA) violated Title IX of the Education Amendments of 1972. Title IX requires all institutions receiving federal financial aid to provide equal educational opportunity regardless of sex. HEW's Office for Civil Rights (OCR) concluded that the present re-entry program discriminates against men because it is directed exclusively toward women students. HEW claimed no male students have ever enrolled. However, President William Niland noted that 75 men had participated in the program. The title of the program was said to have a "chilling effect" on men's registration. The HEW decision applies only to Diablo Valley College and not to other institutions.

In certain cases, Title IX permits colleges and universities to have programs for special groups of students when these programs fulfill a remedial or affirmative action purpose. But HEW found no instances of past discrimination against women in admissions and/or other programs at Diablo Valley College.

The original complaint against the program was filed three years ago by a male instructor at the college who alleged that all the women's programs,

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which include women's studies and the women's center, were in violation of Title IX. However, HEW's findings did not uphold King's contention that these programs were discriminatory because male students participated in these activities.

Federal funds will not be withheld since officials at Diablo have promised to change the re-entry program's focus so that it includes both sexes. The college will insert a description of the program which reflects this change in its introductory packet.

Law Students File Complaint with HEW

Law students at the UNIVERSITY OF CALIFORNIA AT BERKELEY filed a complaint in April 1979 with the Department of Health, Education, and Welfare charging that they are being deprived of an adequate education because of the lack of women and minorities on the faculty.

The student group, The Coalition for a Diversified Faculty, filed the complaint under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The statutes prohibit discrimination against students on the basis of race and sex respectively in institutions receiving federal assistance. The complaint did not charge the law school with any specific act of discrimination. However, included with the complaint were numerous affidavits from women, minority, and white male students giving instances of how their education was affected by the lack of women and minorities on the faculty. There are four women and two members of minority groups among the 45 faculty members at the Berkeley law school. One-third of the more than 800 students are women, and one-quarter are minority group members.

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The Project on the Status and Education of Women of the Association of American College provides information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York or The Ford Foundation. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. (202) 387-1300.

Campus Policies: The Right to Know

A 45-page booklet published by the UNIVERSITY OF CALIFORNIA defines and details campus policies affecting students in the areas of disclosure of information, non-discrimination on the basis of handicap, and Title IX of the Education Amendments of 1972. The booklet summarizes legislation and explains how student-related Title IX regulations were incorporated into campus policy and how they affect students. Title IX information includes sections on grievance procedures, recruitment, non-discrimination in educational programs and activities, and equal access for women to course offerings. Copies of the publication, entitled "Policies Applying to Campus Activities, Organizations, and Students, Part B," are available free as long as the supply lasts. Write to: Student Affairs Building, Room 141, University Hall, University of California at Berkeley, Berkeley, CA 94720.

The Project recently received a grant for $119,000 from the Women's Educational Equity Act. The grant will be used to develop fifteen papers examining institutional policies which affect re-entry women students. Additional funds are also being sought to support the Project's other operations.

SPORTS

Court Defeats Male Trying to Score Place On Female Team

In what is believed to be the first federal court case in which a male student sought a place on a girls' athletic team, Donald Gomes, a Newport, RI high school student, has been denied a place on the school's volleyball team. The U.S. Court of Appeals for the 1st Circuit blocked an earlier trial court ruling that Gomes must be admitted to the team because his school does not field a boys' volleyball team. Gomes participated in only two games before the appeals court decision put an end to his brief career. The case is *Gomes v. Rhode Island Interscholastic League* [47 U.S.L.W. 2748].

Sexist Letter Gets Critical Response

The president of the UNIVERSITY OF OREGON has publicly apologized for a sexist letter sent by his athletic director. The letter asks for members of the local Chamber of Commerce to ask their secretaries to "give their bodies to the Ducks." The Ducks are Oregon's athletic team. The letter's intent was to have bosses volunteer their secretaries to run in a fund-raising job-a-thon. T-shirts were to be made up that read "I gave my body to the Ducks." The presi-

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dent's office, however, after a number of complaints, issued a notice calling the letter "totally incompatible with the values and standards of a university." Ironically, the jog-a-thon was devised to raise money to meet Title IX requirements for comparable money for men and women in athletics.

State-Wide Women's Sports Group Forms

Colorado Women's Sports (formerly the Colorado Girls and Women's Sports Commission) was founded two years ago on the belief that participation in sports is necessary for all age groups in order to develop and maintain good physical and mental health. It provides various resources such as a central listing of sports activities, publishes a newsletter, conducts workshops and coordinates special events to celebrate female participation in sports. For further information write CWS, 1919 8th St., Boulder, CO 80302.

The Paradox of Women and Sports: Telling the Untold Tale

Society has sometimes encouraged the idea of sport for a few exceptional women but rejected it for most women. In *Women and Sport from Myth to Reality*, women from various fields theorize about this particular paradox. The thirteen contributors offer new and original data on women's sports problems, and definitions and descriptions of women in sport, sex role stereotyping, legal issues, and women in sports governance. The 256-page anthology is useful for those interested in changing sport or in pursuing sports research. The book, edited by Carole A. Oglesby, is published by Lea and Febiger. Copies are available for $11 by writing to Lea and Febiger, 600 South Washington Square, Philadelphia PA 19106.

Sports Bibliography Rounds Up Resources

A six-page bibliography, entitled *Resource Roundup: Girls and Women In Sports*, is available. The bibliography is partially annotated, contains listings of journal articles, books, research studies, organizations and projects, and nonprint materials. Single copies may be obtained free of charge by sending a self-addressed, stamped (15¢) envelope to WEECN, Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103.

EMPLOYMENT

Supreme Court Sanctions Race-Preference in a Voluntary Affirmative Action Plan

The U.S. Supreme Court, in a 5-2 decision, has upheld preferential treatment on the basis of race in some voluntary affirmative action plans. The suit was brought by Brian Weber, a white male worker, who charged that a collective bargaining agreement between his employer (Kaiser Aluminum and Chemical Corporation) and his union (United Steelworkers of America) violated Title VII of the Civil Rights Act of 1964. The Act prohibits employment discrimination on the basis of race, color, religion, national origin, or sex. The plan reserved at least 50 percent of the openings in a craft training program for blacks until the percentage of black skilled craft workers in the plant approximated the percentage of blacks in the local labor force. Looking to the "spirit" of the statute, the court held, in *U.S. Steelworkers of America v. Weber* that Title VII "does not condemn all private, voluntary, race-conscious affirmative action plans."

The decision *allows* employers to take some race-conscious steps to eliminate manifest racial imbalances in traditionally segregated job categories, though it *does not require* preferential treatment of minorities. Voluntary affirmative action (such as open recruiting) other than direct preference is not affected by *Weber*. The narrow ruling held only that the plan used by Kaiser Aluminum was acceptable, and did not define the line of demarcation between permissible and impermissible preference. However, the court emphasized the following considerations in reaching its decision:

- the purposes of the plan mirrored those of the statute: both were designed to open employment opportunities traditionally closed by patterns of racial segregation.

- the plan does not unnecessarily trammel the interests of white employees: it does not require discharge of white workers to be replaced with black workers.

- the plan is not an absolute bar to advancement of white workers: half of those trained will be white.

- the plan is temporary: it is not intended to maintain racial balance, but to eliminate manifest racial imbalance.

In an unusually scathing dissent Justice Rehnquist argued that the language of Title VII clearly prohibits all considerations of race in making employment decisions: "(b)y a 'tour de force' reminiscent . . . of escape artists such as Houdini, the Court eludes clear statutory language, 'uncontradicted' legislative history and uniform precedent." Justice Burger also dissented, accusing the majority of "totally rewriting a crucial part of Title VII to reach a desired result."

The full impact of the decision remains to be seen. Comparisons have been drawn with the *Bakke* case of nearly a year ago. Both cases involved "set asides," or preferential quotas, but

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in different contexts. *Weber* involved workers in a private industry training program, while *Bakke* dealt with student admissions to a state university. In the latter decision, the court struck down a strict numerical racial quota for admission to a California state medical school while allowing race to be considered as one factor in admissions under certain circumstances.

Neither *Bakke* nor *Weber* give clear guidelines as to when preference may be given. The court left unclear what would be required for an acceptable race-preferential policy, though the challenged school's plan was clearly unacceptable. Similarly, in *Weber* the Kaiser plan is allowable but the court did not lay down criteria to assess other plans. The precedent set in *Weber*, however, is one unmistakably sanctioning some race-preferential treatment under Title VII.

The Court did not touch on the issue of whether similar preference could be given to women, though the Kaiser plan also contained a 5% goal for women. [The *Bakke* case also failed to deal with this issue. In that case Justice Powell distinguished gender-based classifications from race-based, noting that gender-based cases were easier for the courts to manage.] *Bakke* involved Title VI of the Civil Rights Act of 1964 which prohibits discrimination in federally assisted programs on the basis of race, color and national origin but not sex. In contrast, *Weber* involved Title VII, which contains an explicit prohibition against sex discrimination in employment identical to that against race and other discrimination. Women's groups are thus claiming that preference for women is allowed to the same extent that *Weber* sanctions such preference for minorities.

The effect of *Weber* on public employment is difficult to predict. Weber involved the affirmative action plan of a private industry, and the decision was based entirely on the court's interpretation of Title VII. Public institutions are also covered by Title VII but additionally, constitutional questions could result in a different interpretation by the court.

The many issues raised by this case will have to be settled on a case-by-case basis by the Equal Employment Opportunity Commission which enforces Title VI; the Office of Federal Contract Compliance Programs which requires affirmative action plans of federal contractors; and/or the courts. Among the unresolved concerns is how much latitude will be given employers in making race-conscious decisions. Also, the court emphasized the "voluntary" nature of the plan (the plan was initiated in response to a perceived threat of litigation.) Will similar programs established in response to threats of funding cut-offs or contract withdrawals be considered "voluntary" as well?

A year after *Bakke* many questions remain unanswered. While *Weber* may seem to clarify some of the issues, it raises many questions of its own—the answers to which will determine the nature of our commitment to equal opportunity for every individual.

Women Faculty Still Trail Along Tenure Track: Salaries Also Lag

Women faculty at all institutions continue to receive tenure less frequently than their male counterparts according to recent data from the National Center for Education Statistics. The number of tenured women faculty at all ranks increased .5 percent between 1977-78 and 1978-79 while the number of tenured male faculty rose at twice that rate during the same period. The rate at which tenure was granted to all faculty at public institutions was slightly higher than at private institutions. However, at public institutions, the rate at which tenure was granted remained substantially lower for women than for men. At private institutions the percentage of tenured women faculty dropped .4 percent from 1977-78 to 1978-79 compared to an increase of .8 percent for tenured male faculty.

Salary increases for women also remained smaller than those for men. Although the average salary for faculty members with nine-month contracts in the 1978-79 academic year increased 6.2 percent over the preceding year, women faculty (all ranks combined) on nine-month contracts received an average increase of 5.6 perecnt while men faculty salaries increased 6.4 percent.

$$$ To Help Women Achieve Tenure

RADCLIFFE COLLEGE (MA) has received almost $275,000 from the Carnegie Corporation of New York for a fellowship program designed to help non-tenured women faculty members achieve tenure.

The program at Radcliffe's Bunting Institute will provide two-year, part-time appointments for 12 fellows beginning with the 1980-81 academic year. Each fellow will receive a $15,000 stipend and $3,000 for research expenses. At the Institute, each Fellow will work on a project that promises to contribute significantly to her field and thereby enhance her chances for tenure.

For further information write the Institute at 8 Garden St., Cambridge, MA 02138.

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Women Administrators: Low on the Ladder

Women comprise 21 percent of the administrators at 106 universities in the National Association of State Universities and Land-Grant Colleges (NASULGC). In 1970-71, 60 percent of the institutions had no women administrators. In 1977-78, every institution had at least one. However, the study also indicated that 58.1 percent of the women administrators held positions "categorized as associate or assistant director," the lowest administrative category in the survey. The report is available, free, from NASULGC, Office of Communications and Services, One Dupont Circle, NW, Suite 710, Washington, DC 20036.

Study of Career Patterns Wins Award for Research on Women in Education

Why, with more women being interviewed for top executive positions in academia, are fewer women being hired? A case study of recruiting and interviewing practices for two major searches at a four-year women's college found that a difference in the career patterns of men and women candidates handicapped the women during the search and interview process. The authors, Bertrice Bartlett and Elizabeth Baines, discovered that, unlike the male candidates, women characteristically spent a period of time in professional ranks 1) before advancing through the administrative ranks of a single sponsoring institution to a high level position, or 2) before beginning a process of rapid change of employing institutions with advancement of rank with each change. Their career patterns appeared as a deviation from administrative norms when compared with the direct advancement and early deflection of academic concerns of their male colleagues. The study, "Women's Vitae and the Problem of Perceiving Competence," received Honorable Mention in the Second Annual Research on Women Award competition. The award was instituted by Women Educators to encourage the production and dissemination of research on women and education. Women Educators is a group which promotes equality for women in the American Educational Research Association (AERA) and generally in the field of educational research. For information contact AERA, 1230 17th St., NW, Washington, DC 20036.

Women Administrators on the Move

Contrary to academic myth, women administrators are willing to move according to a study of 1,601 women administrators who are members of the American Association for Higher Education and the National Association for Women Deans, Administrators, and Counselors. Over three-fourths of the women administrators polled said they would take another job in higher education which required a move of a distance greater than fifty miles from their current location if "essential" or "very important" conditions existed. Conditions important enough to justify a move for these women were job-related rather than based on personal or social preference. Higher salary, better chance for advancement, and higher level of administration were listed as essential and important reasons for geographic change. Married respondents also included employment for their spouse or mate.

Individuals least willing to move were those above age 55; whose spouse or mate had incomes over $35,000, were unemployed or members of the clergy; and who had three or more children between the ages of six and twenty-one years. Those most willing to move were characterized by being separated; having two children under six years of age; being married or living with someone in science, research, crafts, or skilled occupational categories; having a salary under $15,000; not owning a home; working less than five years at an institution; having tenure without an academic appointment; or working at a dually-supported institution. These findings contradict stereotypical assumptions about women administrators based on demographic, marital and family, or employment characteristics.

The study was conducted by Vicki Morgan Curby in the fall of 1977 and was the winner of the 1979 Ruth Strang Research Award. For further information and copies of "Geographic Mobility of Women Administrators in Higher Education" contact Vicki Curby, Dean of Student Development, Western Carolina University, Cullowhee, NC 28723.

Bibliography on Women in Administration

A six-page bibliography, entitled *Resource Roundup: Women In Educational Administration,* is available. The bibliography is partially annotated, contains listings of journal articles, books, research studies, organizations and projects, and nonprint materials. Single copies may be obtained free of charge by sending a self-addressed, stamped (15¢) envelope to WEECN, Far West Laboratory, 1855 Folsom St. San Francisco, CA 94103.

Paternity Leave vs. Pregnancy: To Have and Have Not

A federal district court has ruled that paternity leave without comparable maternity leave is unlawful sex discrimination. In Wisconsin, a school district gave male, but not female, teachers a paid day of leave to attend the birth or adoption of a child. The rationale was that female teachers were already given unpaid leaves of absence for childbearing purposes. However, it was school policy to deny paid leave time to employees already on unpaid leave, so the effect of the practice was to give the male teachers a benefit that female teachers could never enjoy. Female em-

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ployees who challenged this policy were awarded one day's pay as a remedy for the sex discriminaton. The case is *Byrd v. Unified School District No. 1*, 453 F. Supp. 621 (Dist. Ct. Wis., 1978).

EEOC Assumes Enforcement Duties from DOL

Enforcement of the Equal Pay Act and the Age Discrimination in Employment Act has been transferred from the Labor Department to the Equal Employment Opportunity Commission. Both laws, previously enforced by the Wage and Hour Division of the Labor Department's Employment Standards Administration, were transferred to the EEOC on July 1, 1979 as part of the President's Reorganization Plan.

Justice May File Without OK from EEOC

A recent court ruling allows the Justice Department to file pattern and practice suits against public employers without the concurrence of the Equal Employment Opportunity Commission. The Ninth Circuit Court of Appeals ruled that the Justice Department had the authority to file a Title VII pattern and practice suit against a school district without first receiving the complaint on referral from the EEOC. The suit was remanded to the lower court, which had earlier ruled that the Justice Department was not authorized to bring such a suit. The case is *U.S. v. Fresno School District*, 592 F. 2d 1088 (9th Cir. Ct. 1979).

Equal Employment and Seniority: When One Good Deed Disturbs Another

"Affirmative Action Versus Seniority—Is Conflict Inevitable?" is a 50-page review of equal employment opportunity law and litigation. In a time of budget constraints, the last hired is often the first fired, so that gains made under equal employment opportunity programs can potentially be eliminated by strict adherence to seniority. The booklet provides employers and employee organizations with a guide to their legal obligations and describes some alternatives by which equity might be achieved without sacrificing seniority. Written by Bonnie G. Cebulski, J.D., this monograph is one in a series published by the California Public Employee Relations Program. Copies are $5 each with quantity discounts available. To order, write CPER, Institute of Industrial Relations, University of California, Berkeley, CA 94720.

Government Assesses Discrimination in Insurance and Pension Plans

Sex discrimination in the insurance marketplace is the subject of two volumes of proceedings, issue papers, and exhibits resulting from a consultation held by the U.S. Commission on Civil Rights in April, 1978. Industry and consumer experts from across the country prepared papers which survey discrimination in pensions, health, life and disability insurance as well as in employment practices. The papers also review state regulations, risk classification, legislation, and the treatment of women under Social Security. Copies of the 1,288-page two-volume set, *Discrimination Against Minorities and Women in Pensions and Health, Life, and Disability Insurance*, are available free from the Commission's Publications Unit, 1121 Vermont Ave., NW, Washington, DC 20425.

A report from the Civil Rights Division of the U.S. Department of Justice focuses specifically on the effect of existing pension plans on women. *The Pension Game: The American Pension System from the Viewpoint of the Average Woman* assesses pension problems by considering women's work patterns. This report and the one listed above may help universities examine their own fringe benefits. Copies are available at $2.50 from the U.S. Government Printing Office, Washington, DC 20402. To order include the stock #027-000-00752-0.

Carter Says Women Mean Business

More women business owners is the objective of a national program created by an executive order from President Carter. The order calls for the creation of a permanent Interagency Committee on Women's Business Enterprise to promote and coordinate expanded efforts by federal agencies to assist women entrepreneurs. The interagency committee will also devise ways schools and colleges can assist future generations of women entrepreneurs, according to Leslie Wolfe, special assistant to Mary Berry, assistant HEW Secretary for Education. While the committee has not decided which federal programs could be of most help, Wolfe said HEW is examining programs such as vocational education, career education, community colleges, and the Fund for the Improvement of Postsecondary Education for potential involvement. Community colleges may also be a potential source of local coordination for programs aimed at adult entrepreneurs.

Projecting Women Into the Labor Force

The first issue of an Urban Institute newsletter which will focus on women and families states that the number of women workers in the labor force will increase by 12 million by 1990. According to a report by Ralph Smith released last spring, "Past projections of labor force growth by the Bureau of Labor Statistics (Dept. of Labor) and others have repeatedly underestimated women's participation." [In a separate interview to the *Washington Post*, Lucy Falcone, Deputy Assistant Secretary for Domestic Economic Policy Coordination of the Commerce Department, concurred. "Economics have been notoriously bad in forecasting this revolu-

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tion, the revolution of women in the labor force," she said. In addition to an average increase of one million more working women per year, Smith further projected that nearly all of these women will be 25 to 54 years old, most will be married, and the majority will have children who are minors. For further information about the semi-annual newsletter and other available Institute publications contact Sheila Keeny, Urban Institute, 2100 M St., NW, Washington, DC 20037.

TV: Tool for Women's Career Development

Eight Indiana colleges and universities have designed and produced a television series which examines the problems that women face when entering or re-entering the job market. The eight-part series, "Women: Prepare Today for Work Tomorrow," covers topics such as resume writing, finding the right day care center, managing personal finances, and planning a career. The series has been aired weekly on public and commercial TV stations throughout Indiana. For further information contact Neal Robison, Working Women Working It Out, Indiana Higher Education Telecommunication System, 1100 West Michigan, Indianapolis, IN 46202.

Alternative Work Schedules: Having the Time of Your Life

Two recent publications document the fact that alternative work schedules are becoming more of a reality every day. *Alternative Work Schedule Directory: First Edition*, a publication of the National Council for Alternative Work Patterns, Inc. (NCAWP), lists more than 280 organizations that have implemented flexitime, permanent part-time, compressed work week, and job sharing programs. Each entry includes a brief summary of the program, a contact person, and the number of participating employees. Additionally, entries are organized by state and city and are cross-indexed alphabetically by type of industry and by type of program in effect. The directory is available to NCAWP members for $17.50 and to nonmembers for $25 from NCAWP, 1925 K St., NW, #308A, Washington, DC 20006.

In a recent study of job sharing, Gretl S. Meier surveyed 238 employees who divide time, salary, fringe benefits, and responsibilities for a single job in order to determine who chooses this alternative pattern, the nature of their experiences, and their responses to the job sharing situation. In addition to selected interviews with partners, supervisors, and full-time coworkers, the study includes a history of job sharing, an analysis of survey data, and policy implications for the future. Copies of the 187 page book, *Job Sharing: A New Pattern for Quality of Work and Life*, are available at $4.50 from the W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007. Quantity discounts are available.

Women Economists Form Network

Over 120 women economists attended a meeting on January 31, 1979 to form a Washington, DC network. Over sixty research organizations, universities and federal agencies were represented. The meeting grew out of discussions at the Committee on Women in the Economic Professions' regional meetings at the Eastern Economics Association and Southern Economics Association.

The network will serve several purposes: establish a job network, provide a membership roster with information on personal research interests, and maintain a directory to provide interagency contacts and easier accessibility to information and research in other organizations. For information contact: Christine Hager, 3025 Ontario Road NW, #406, Washington, DC 20009 (202/447-9200).

HERS Adopts A New Agenda

Higher Education Resource Services (HERS Mid-Atlantic) will no longer function as a job clearinghouse. However, HERS New England will continue to provide that service. HERS is a national project with two regional branches which serve higher education teachers and administrators through a variety of programs. Such programs include the BRYN MAWR COLLEGE/HERS Mid-Atlantic Summer Institute for Women in Higher Education Administration and the UNIVERSITY OF PENNSYLVANIA spring conference, Leadership and Management for Women Administrators. Beginning this fall, HERS Mid-Atlantic will also offer in-service workshops on leadership and management which stress career planning and administrative skills. HERS New England will sponsor a two year series of regional seminars on educational equity followed by a national conference as well as academic career and administrative skill conferences. For further information contact HERS Mid-Atlantic, University of Pennsylvania, 3601 Locust Walk/C8, Philadelphia, PA 19104 or HERS New England, Cheever House, Wellesley College, Wellesley, MA 02181.

EDUCATION OF WOMEN

HEW Issues Civil Rights Regulation for Voc Ed

Rules forbidding race, sex and handicap bias in federally aided vocational education programs have been issued by the Department of Health, Education and Welfare in response to "evidence of continuing unlawful discrimination in vocational education." In announcing the guidelines, HEW's Office of Education cited one problem, "Male and female students are concentrated in programs traditionally identified for them." The regulation applies to secondary and post-

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secondary vocational education programs and covers admissions, counseling, housing and other facilities, job placement and employment. According to the National Center for Education Statistics, some 495 four-year colleges and universities and 989 junior and community colleges awarded degrees in vocational fields in 1978.

The guidelines specify that state education agencies are not responsible for enforcing federal civil rights statutes, including investigating discrimination complaints. That job will continue to be handled by HEW's Office For Civil Rights. However, states are expected to monitor civil rights compliance by institutions to whom they channel money. The guidelines are based on Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act.

Quotas in Student Government Banned Again

The 4th Circuit Court of Appeals reaffirmed in February 1979 its earlier 1977 ruling that composition of student governments on the basis of race and/or sex is unconstitutional. The case [*Uzzell v. Friday* 547 F. 2d 801 (1977)] originated in 1975 when two students sued the UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL for policies reserving a certain number of positions on the campus governing council and honor court bench for women and minority representatives. The Supreme Court ordered the court to reconsider the base in light of *Regents of University of California v. Bakke* (438 U.S. 265) which permits a state educational institution to consider race in fixing the rights of students but prohibits the use of race as the sole determinant in any such adjustment. The court found again that the university's method for achieving fairness in student government representation instead perpetuated inequality. The university has announced that it will appeal the decision.

Dartmouth Drops Admissions Quotas

The Board of Trustees of DARTMOUTH COLLEGE (NH) has voted to drop admissions quotas for women beginning with the class of 1984. The class of 1984 will matriculate in the fall of 1980.

During the period of transition to coeducation the college treated men and women differently in the admissions process by limiting the proportion of women in each entering class.

Dartmouth, which was founded in 1769, was an all-male institution until it became coeducational in 1972. Currently, there are 3,025 men and 1,174 women enrolled at Dartmouth in a total enrollment of 4,199. [Note: under Title IX, private undergraduate institutions are exempt from the requirement of nondiscriminatory admissions and may therefore restrict the admission of either sex. (Once admitted, students must subsequently be treated in a nondiscriminatory manner).]

The Song Remains the Same? Not At Dartmouth

Women students at DARTMOUTH are urging that the school song "Men at Dartmouth" be discontinued along with the expression "co-ed." Women students are also urging the college to expand women's studies, recruit minority women, provide equal financing for women's and men's athletic programs, and offer free day-care facilities. One-third of Dartmouth's undergraduate enrollment is female.

All-Male Dining: A Case of Discriminating Taste

A woman student at PRINCETON UNIVERSITY (NJ) has filed a complaint with the New Jersey Division on Civil Rights, charging that the university and three all-male dining clubs have discriminated against her because of her sex. Sally B. Frank, a junior in the Woodrow Wilson School of Public and International Affairs, applied to the Ivy Club, Cottage Club, and Tiger Club, but was not admitted. The Division on Civil Rights must now determine whether it has jurisdiction over the dining clubs. If the clubs are found to be private organizations, the office would not have jurisdiction.

Total Enrollment Down, But Enrollment of Women Is Up in Two-Year Colleges

While enrollment in the nation's two-year colleges dropped in the past academic year, women's enrollment increased to 55 percent of the total according to a study by Garland Parker, executive director of the Office for Enrollment Policy and Educational Research at the UNIVERSITY OF CINCINNATI (OH). Parker viewed the 4.7 percent decline in freshman students as "the most significant downward movement in terms of implications for future enrollments" and credited the increase in women's enrollment with lessening the degree of that decline. "It is obvious that it has only been the generally advancing enrollments of women that have prevented both the two-year and four-year institutions from having suffered much more severe enrollment losses," Parker said.

Women Swell Reporter Ranks

There are more students in the field of journalism than ever before, and the majority of these students are women, according to a study by Paul V. Peterson, professor of journalism at OHIO STATE UNIVERSITY. The number of graduate and undergraduate journalism students totaled 70,061 in fall 1978, up 7 percent from the year before. Women's share of the total enrollment rose from 41.1 percent in 1968 to 53.1 percent in 1978.

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Study Gauges Graduate School Programs for Women and Minorities

A recent publication reveals the degree to which institutions offer graduate programs directed specifically at women and minorities. The report, which is based on a survey of 311 schools, states that public institutions, particularly schools of law and medicine, made greater efforts to attract women and minority students than private institutions. Special programs for women were most often in financial aid. Seventy percent of the 130 institutions reporting special programs for women offered financial aid, 68 percent were active in recruitment and admissions, and about one-third provided tutoring. In contrast, 88 percent of the 298 institutions with special programs for minority students had recruitment and admissions programs, 75 percent offered financial aid, and half provided tutoring. Single copies of *Special Programs for Female And Minority Graduate Students* are available free from the Higher Educational Panel, American Council on Education, One Dupont Circle, NW, Washington, DC 20036.

Time Off for Good Behavior: Professor Awarded Leave to Study Sex Roles

The WELLESLEY COLLEGE Center for Research on Women recently announced ten recipients of the 1979-80 Faculty Development Awards. The program, sponsored by a five-year grant from the Andrew W. Mellon Foundation, provides professors with up to one semester of leave time to develop teaching strategies and materials which will give students a more balanced view of men's and women's roles.

This year's Fellows will study the changing status of women in law; in the labor market; in the black community; in the educational institutions; in English, French and Latin American literature; and in the city. The Fellows will participate in a year-long seminar in which they will explore, from an interdisciplinary perspective, the implications of their work for the liberal arts curriculum. For further information, write the center at 828 Washington St., Wellesley, MA 02181.

Women's Centers: Helping Each Other

Women's centers are beginning to organize and formally meet with each other to confer about their present status and the future of women's centers in general. The Federation of UNIVERSITY OF CALIFORNIA Women's Resource Centers met in March 1979 for a two-day conference at Berkeley to acquire information about institution-building, to strengthen the networks that exist among the nine campuses, and to share solutions to problems on individual campuses. Although the Federation was established in 1975, this conference was the first at which all nine campuses were represented. A $700 grant from the Office of the Vice President of Student Academic Services helped defray travel expenses for the forty-one women who attended the conference.

The UNIVERSITY OF WISCONSIN-Extension's Women's Educational Resources sponsored a technical conference in May 1979 on the mechanics of managing a women's center. It provided an opportunity for exchanging information and ideas among those pioneering in the development of centers to serve the needs of campus and community women. For further information contact Women's Educational Resources, 610 Langdon St., 428 Lowell Hall, Madison, WI 43076.

A two-volume publication from the Women's Educational Equity Project of Everywomen's Center at the UNIVERSITY OF MASSACHUSETTS AT AMHERST is a how-to manual for other groups who plan to develop women's programs. *Developing Women's Programs* and *Developing and Negotiating Budget for Women's Programs* review the process of development and implementation, discuss alternative methods for establishing a program, and suggest ways to find and manage funding. Copies are available at $2.25 a set from Educational Development Center, 39 Chapel St., Newton, MA 02160.

A Welcome Refresher on Women in Academe

"Women in Higher Education: A New Renaissance?" is the theme of the Spring 1979 issue of *The College Board Review*. Eleven articles look at various aspects of the issue and highlight the accomplishments of women leaders in academe. Topics reviewed include the history, status, and expectations of women in higher education; women and math; The College Board and women; and women's colleges. Other articles present annotated listings of women's organizations and services, commentaries on the role of women in higher education, and reviews of books about women's history, skills, education, and legal rights. Copies of this special issue #111 are available at bulk order rates of $2 per copy for five or more copies or $2.50 for a single copy from Department EW/The College Board, 888 7th Ave., New York, NY 10019. Checks payable to The College Board, or an institutional purchase order, must accompany orders.

Mapping the Path to Educational Equity

Women in Academe: Steps to Greater Equality, written by Judith M. Gappa and Barbara S. Uehling, extensively reviews current research and literature about women as students, faculty and administrators. The report also surveys legislation and enforcement efforts, and includes recommendations to increase equity. Among those constraints upon women's participation in higher education examined in the study are socialization, class, parental education and religious backgrounds, racial/ethnic membership, residence, family attitudes and domestic responsibilities.

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Recommendations for overcoming these barriers include:

- increased research on factors affecting the status of women;
- providing incentives for change;
- the elimination of institutional barriers in policies, practices, rules, or regulations that impede women's access to and participation in higher education;
- new institutional services; and
- continuous review of progress toward equity.

Copies of the 89-page monograph are available for $4 from the American Association for Higher Education, One Dupont Circle, #780, Washington, DC 20036.

The Status of Women in Community Colleges

Collected Papers: Educational Equity Issues in Community Colleges is a 66 page booklet which addresses problems faced by women's programs in community colleges. Published by the Northwest Women Studies Resource Bank of WASHINGTON STATE COLLEGE and edited by Carol J. Gross, the articles include a model program for recruiting women for nontraditional vocational education, an analysis of returning women students in Oregon community colleges, and a discussion of a newly emerging issue—equal pay for equal worth. Copies are available prepaid at $1.50 plus 20 percent for handling from Education Development Center, 39 Chapel St., Newton, MA 02160.

Model for Data on Women in Academe

Institutions planning to examine or issue data concerning women faculty and students might find a useful model in a special edition of the *Equal Opportunity News* (EON) published through the Affirmative Action Office of ILLINOIS STATE UNIVERSITY (ISU). Selected statistics for women include:

- occupational classification,
- number and percentage of female faculty for selected Illinois universities and systems,
- salaries of full-time faculty,
- number and average salary nationally for full-time college faculty,
- summary of ISU women faculty compared with national availability,
- promotion rates,
- number of women on professional and technical faculty,
- percentage of ISU women students,
- enrollment of women students by class.

Copies of Vol. II, No. 2 of EON are available free from the Affirmative Action Office, Illinois State University, Normal, IL 61761.

Directories Document On-Campus Scholarship

Two new directories are aimed at informing the campus community and the general public about ongoing scholarship by women on women, and promoting the development of a network among scholars who share academic interests. Institutions interested in collecting and disseminating information about research being done on their own campuses can use both publications as models. The second edition of *A Directory of Feminist Research*, published by the C.C.E.W. Women's Center of the UNIVERSITY OF CALIFORNIA AT BERKELEY, lists completed and continuing research by women scholars in areas ranging from architecture, agricultural economy, criminology, economics and geography to English literature and ethnic studies. Copies are available at $1 by writing to the C.C.E.W. Women's Center, Building T-9, University of California, Berkeley, CA 94720. Checks should be payable to Regents of the University of California.

The Academic Research Office of the Women's Resources and Research Center of the UNIVERSITY OF CALIFORNIA AT DAVIS has compiled a similar catalogue of faculty research on women and/or sex roles. Single copies of *Catalogue of Faculty Research on Women and/or Sex Roles* are available free from Tamara Gravelle, Women's Resources and Research Center, TB 116, University of California, Davis, CA 95616.

Learning From Experience: Off-Campus Work Programs

College programs which provide learning experiences in nonacademic, work-oriented settings can be particularly effective in preparing women for better careers. *Off-Campus Experiential Learning: A Model Program* is a manual which details the development and implementation of one such program at ALVERNO COLLEGE (WI). The program provides exposure to non-traditional jobs and women in management by enabling women students to work in business, industry, and social or governmental agencies as part of their curriculum. Relevant work experience prior to job seeking is viewed as an advantage in securing an entry level position after graduation. The manual also serves as a model for other institutions that plan to begin or improve similar programs. Copies are available pre-paid at $2.25 plus 20 percent handling (for orders under $20) and $2.25 plus 15 percent handling (for orders over $20) from Educational Development Center Distribution, 39 Chapel St., Newton, MA 02160. Checks should be payable to EDC.

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Princeton Women Develop Campus Guide

Women at Princeton explores the problems women have on campus and sources of help. Each chapter gives background information and a brief description of "what's what" in the following areas: academics, admissions, athletics, gay women, minority women, campus security, social life, and women's resource centers. Prepared by Women for Political Action at PRINCETON UNIVERSITY (NJ) and funded by the student government, the women's center, the dean of student affairs office, and Wilson College, the booklet could be useful for other campuses developing materials for orientation and assistance to women students.

The thirty-five page guide is available for $2.25 plus postage and handling from L. Karp, Princeton Women's Center, Aaron Burr Hall, Princeton University, Princeton, NJ 08540.

Developing a Program On Women? Here's Help

The Women's Concern Committee of the Association of College-Unions International publishes a manual containing useful information for organizations wishing to develop women's programs. The 34-page *Women's Program/Resource* manual describes programs about women's issues such as: career, health and rape, seminars and workshops, and speaking engagements sponsored by various groups as well as resources on affirmative action, women's studies, art, dance and music, film, and publishing. Programs listed include brief descriptions of goals, planning, cost, publicity, and evaluation, as well as the name and address of a contact person.

The Women's Concern Committee also distributes a free newsletter listing the activities of national women's associations, conferences, recent publications and other resources in addition to news about the Association of College-Unions International. For further information about either of these two publications write the Women's Concerns Committee, Association of College Unions-International, P.O. Box 7286, Stanford, CA 94305.

Keeping Counseling Free From Sexism

The counseling profession has become increasingly aware of its responsibility to promote sex equality. Two handbooks document efforts to actively increase opportunities for optimal human growth and development for both men and women. *Nonsexist Counseling: Helping Women and Men Redefine Their Roles* is a 300-page book designed to inform counselors, counselor educators, and others about the detriments of sex role stereotyping for both sexes. It provides models, programs, suggestions, and activities to use with children and adults. Also included is an outline for nonsexist counseling curriculum for counselor education programs, and descriptions of in-service and professional training programs for practitioners and paraprofessionals already in the field. Written by Cecilia H. Foxley, *Nonsexist Counseling* is available at $8.95 from Kendall-Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, IA 52001.

The Association for Counselor Education and Supervision's (ACES) Commission on Sex Equality Concerns has designed a 91-page handbook aimed at counselor supervisors and counselors educators. *For Women and For Men: Sex Equality in Counselor Education and Supervision* contains training modules for two-hour, one-day and two-day workshops in sex equality concerns.

The material within the handbook can be

- easily integrated into an already existing counselor education curriculum;
- added to an ongoing in-service program for counselors;
- used with counselors in both school and agency settings;
- effectively taught by someone with minimal experience as a workshop leader; and
- used without requiring a large amount of materials or expenditure.

Edited by Louise Thompson, the handbook is available for $5 by writing Nancy A. Scott, Chairperson of the ACES Commission on Sex Equality Concerns, University of Colorado, Denver, 1100 14th St., Denver, CO 80202. Checks should be payable to ACES.

Sexist Therapy: It's All in the Mind

The Task Force on Sex Bias and Sex Role Stereotyping in Psychotherapeutic Practice of the American Psychological Association has developed "Guidelines for Therapy with Women" which may be useful to counselors. The guidelines are based on the results of a survey of women psychologists as consumers and practitioners. Each of the 13 general guidelines includes a verbatim example drawn from the survey. The guidelines appear in the December 1978 issue of *American Psychologist* (pp. 1122-1123) and can be obtained from Annette M. Brodsky, Dept. of Psychology, University of Alabama, Box 2968, University, AL 35486.

A similar set of principles concerning counseling and therapy of women has been developed by APA's Division of Counseling Psychology. For a free copy, write Laurel Oliver, Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333.

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SEXUAL HARASSMENT AND RAPE

First Title IX Sexual Harassment Case Is Dismissed

A federal judge dismissed a suit by a former Yale University student who claimed she was given a lower grade when she repulsed alleged sexual advances of her professor. The judge found that the student failed to prove an improper advance was made or that she was adversely affected as a consequence.

An earlier decision which allowed the suit under Title IX implied that sexual harassment does constitute sex discrimination against students. The final decision in *Price v. Yale* goes further in defining the requirements for a successful claim. Proof must be shown that a demand for sexual compliance was made because of gender and that the course grade was conditioned on that compliance.

The court refused to address whether Yale's procedures to respond to claims of sexual discrimination were adequate, because the woman is no longer a student at the University and "is herself unaffected by the existence or nonexistence of such university regulations, even if that existence or nonexistence has an adverse impact on present female students." *(Price v. Yale University*, No. N-77-277, Dist. Ct. Conn., July 2, 1979).

Sexual Relations and Tenure: Strange Bedfellows

Sexual relations and tenure are linked in a $1 million lawsuit filed by Carol Stewart against the UNIVERSITY OF SOUTHERN CALIFORNIA. According to the newsletter *Womanpower*, Stewart, a former faculty member in the school of music, claims that she was told by her superior in the department that her tenure was dependent on having sexual relations with him. She refused and repeatedly rebuffed his advances and in 1977 her tenure was denied. She was allowed to teach in the 1977-78 academic year, but the following year she was told she could teach only if she agreed to work without promotion or tenure, according to her complaint. Stewart has filed suit in California Superior Court, asking that her tenure and opportunity for promotion be restored.

Women Devise Ways to Combat Sexual Harrassment

Sexual harassment is no longer a hidden issue. Increased reporting of incidents of sexual harassment on campus and in the work place have stimulated women to organize groups to deal specifically with this problem. Women Organized Against Sexual Harassment (WOASH) at the UNIVERSITY OF CALIFORNIA AT BERKELEY (UCB) are devising a campus grievance procedure for women who are experiencing, or have experienced sexual harassment. WOASH is collecting evidence of instances of sexual harassment and advising women who wish to initiate complaints on this subject. A complaints committee of three women handles all incoming information and assures students of confidentiality.

Recently, WOASH filed a Title IX complaint with the Department of Health, Education and Welfare charging that a UCB professor sexually harassed six women students. According to the *Daily Californian*, the accused is an assistant professor of sociology who was being considered for tenure last semester. The complaint was first made to the sociology department in November 1978.

The most serious student complaint, which allegedly prompted the professor to place an unfavorable evaluation in the student's file, stated, "He invited me to meet him for coffee . . . presumbaly to discuss the paper (she had written). He did not even bring the paper . . . He proceeded to make various crudely obvious sexual propositions." Other reports include (him) touching women students, putting his arm around them, playing with their clothes or hair, trying to embrace them, trying to kiss them, and grabbing them.

Vice Chancellor Ira Heyman has appointed a woman faculty member to handle sexual harassment complaints temporarily while UCB develops procedures to handle the problem.

BROWN UNIVERSITY (RI) has initiated procedures to resolve complaints of sexual harassment. A panel of three women (associate dean of the graduate school, associate dean of the college and the coordinator of the women's center) will, as individuals, counsel and advise students. Serious or potentially serious complaints will then be referred to the Dean of the Faculty and Academic Affairs for further action. In its announcement of the procedures, Brown stipulates that every possible effort will be made to preserve confidentiality and to protect the rights of both students and faculty members.

Women in Minnesota have recently organized CASH, a coalition against sexual harassment which directs complaints against such figures as physicians, clergy, therapists, and professors to relevant professional organizations within the state. The coalition's goals and purposes include educating the public about sexual harassment, offering consultation about other grievance procedures, providing advocacy for adult victims of sexual harassment, gathering data, and sharing information. The coalition has also printed a checklist regarding sexual harassment in a variety of settings. For copies of the checklist or for further information about CASH send a self-addressed, stamped envelope to Minnesota Women's Center, 306 Walter Library, 117 Pleasant St., SE, University of Minnesota, Minneapolis, MN 55455.

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The American Psychological Association's Division of Psychology of Women has established a task force to investigate the problem of sexual harassment of students and to recommend potential action by the Division. Individuals are requested to send comments/information about all of the following:

- suggestions for task force activities;
- descriptions of cases—including nature, circumstances, and outcomes. Names are *not* necessary;
- formal and informal grievance procedures (departmental, institutional, professional) and their effectiveness; and
- any pertinent research, published or in progress.

Write to Sara Frisch, 3456 Beaconsfield Ave., Montreal, P.Q. H4A 2H1, Canada.

Whistle While You Work Against Crime

As part of an education project to help prevent crime, the UNIVERSITY OF CINCINNATI developed the *Whistle Alert Program* which sold inexpensive, high-pitched whistles with press-on telephone numbers of rape crisis hotlines and city and university police. Seminars were held to teach how to avoid becoming victims and liaisons were established with the city police and community residents so that effective responses to the whistles could be developed.

Rape Prevention: The Problem of "Acquaintance" Rape

Rape often occurs between teenagers and young adults who know each other. The National Center for the Prevention and Control of Rape has designed a film package and program guide to educate young people about "acquaintance" rape and to provide them with prevention strategies. The materials have been developed for classroom use and can be obtained free of charge from one of ten regional offices. For a list of these offices and more information about the free films and curriculum material write the National Center for the Prevention and Control of Rape, National Institute for Mental Health, Department of Health, Education, and Welfare, 500 Fishers Lane, Room 10C-03, Rockville, MD 20857.

WOMEN IN SCIENCE

Kennedy Submits Bill For Women In Science

A bill establishing a ten-year, $250 million program to apply the resources and leverage of the National Science Foundation and the federal government to the achievement of equal opportunity for women in science has been introduced by Senator Edward M. Kennedy (D-MA). In a statement accompanying the legislation, Senator Kennedy said:

> "The proportion of women earning doctoral degrees in science is no greater in 1979 than it was in the 1920's. Only one-tenth of one percent of physicists are women. Only five percent of chemists are women. For fifty years women have been denied equal educational and employment opportunities in scientific and technical fields. As a result, we have a scientific workforce which is dangerously close to being an all-male club. The Women in Science and Technology Equal Opportunity Act . . . is . . . tailored to deal with the problems facing women in scientific and technical fields and to ameliorate the effects of half a century of discrimination."

The bill would provide:

- research and information programs to help women enter scientific and technical careers;
- incentives for those individuals and institutions which demonstrate a record of achievement in encouraging women to study science and math and in providing employment opportunities for women; and
- enforcement provisions to assure full compliance with all requirements relating to equal opportunity for women in science.

For copies of the bill, "Women in Science and Technology Equal Opportunity Act" (S. 568) contact the Senate Document Room, Capitol Building Room S 325, Washington, DC 20510.

Making Connections: New Links for Women in Math and Science

A network has recently been formed to promote and examine the participation of women in math and science. The Math/Science Network is a San Francisco-based organization of women scientists, engineers, and educators concerned with the attrition of young women from math courses in high school and their subsequent lack of preparation for math-based fields of work and study. The network received a grant from the Carnegie Corporation of New York in 1978 to consolidate its programs and to disseminate its materials. The grant, which is coordinated through MILLS COLLEGE (CA) and the Lawrence Hall of Science (UNIVERSITY OF CALIFORNIA AT BERKELEY), targets both secondary and postsecondary women students, teachers, and parents for its services.

The network will publish a newsletter describing local and community programs for women in science and math. Funded in part by the Women's Educational Equity Act, the first issue of *Math/Science Network Broadcast* is available free from the Math/Science Resource Center, Mills College, Oakland, CA 94103. For further information about the network contact Joanne Koltnow at the same address.

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Gains for Graduate Women in Physics: More Proof for the Theory of Relativity

The proportion of research assistantships in physics offered to women has increased significantly in one year according to the February *Report* of the American Institute of Physics (AIP). Thirty-four percent of the women graduate students received research assistantships in 1977-78 as compared to twenty-nine percent in 1976-77. However, men still obtain a higher percentage of research assistantships. Thirty-nine percent of male students held these compared to thirty-four percent of the women. The reverse was true for teaching assistantships. Forty-two percent of the women received these compared to thirty-six percent of the men. Research assistantships are generally more prestigious and pay more. For further information write AIP, 335 E. 45th St., New York, NY 10017.

Taking Courses That Count: Mathematics Enrollment Doubles at Mills College

At MILLS COLLEGE (CA) more women enroll in courses in mathematics and computer science than in any other subject. The increasingly large numbers are a result of special efforts to increase student interest in mathematics, science, and technical fields. Since the program began in 1974, enrollments in precalculus have tripled from 27 to 78, and total enrollments in regular mathematics courses have doubled from 331 to 661 in 1979. (The undergraduate student population at Mills is approximately 850).

Engineering A Career In Science? A Seminar Shows How

MOUNT HOLYOKE (MA), a liberal arts college where 20 percent of juniors and seniors major in the sciences, has developed a two-semester Women and Engineering seminar to acquaint students with career opportunities in engineering, a field which traditionally has attracted few women. Women and Engineering was developed in response to a growing number of science majors who over the past five years have been asking what they can do with their majors other than attend graduate school. The course is supported by grants from Allied Chemical and Westinghouse and includes classroom discussion, talks by visiting engineers, with an internship in an engineering post off-campus as the core of the course.

Women In Science: Half Empty or Half Full

"The men see the situation in terms of how far women have come, and the women see the exact same set of facts, developments, or changes in terms of how far they have still to go." This statement introduces a booklet entitled, "Increasing the Participation of Women in Scientific Research" published by the National Science Foundation. It contains a summary of the proceedings of an NSF-sponsored conference and the findings of an NSF research study project report on the participation of women in scientific research.

The 20-page booklet includes articles, data, and recommendations submitted to NSF on increasing opportunities for women in science. Although the 1970's have seen the most rapid increase in the number of women in science, females still represent less than 2 percent of all engineers and only about 13 percent of scientists. Other statistics show salary gaps between men and women holding similar positions, greater unemployment among women doctorates seeking jobs, and more likelihood that women will be employed as junior faculty and non-faculty research associates rather than as tenured faculty.

Copies of the booklet are available free from the Office of Planning and Policy Analysis, National Science Foundation, Room 423, 1800 G St., NW, Washington, DC 20550.

Equal Work, Unequal Pay

The number of women scientists in faculty and advisory posts has increased primarily because of equal opportunity laws—but sex differences in salaries at academic institutions remain a serious problem, according to a National Research Council committee. In its report to the Office of Science and Technology Policy, the committee on the education and employment of women in sciences and engineering found that the number of women in science in tenured positions at research universities is on the rise, but salary and rank discrepancies between men and women faculty still exist. Women science faculty members increased about three times faster than did the total faculty between 1973 and 1977. Women also accounted for the total growth in science faculty at the assistant professor level in the top 50 universities, as ranked by research and development expenditures. However, salary differences for men and women at the same level continue to be a problem with discrepancies ranging as high as 28 percent for full professors of chemistry. Since the proportion of women faculty members who receive tenure lags behind that for men, the committee recommended all public and private institutions be required to include salary information and tenure comparisons in their affirmative action reporting. Also recommended was the establishment of career development awards to help increase the number of women on science faculties.

The report also noted a steady increase in the numbers and proportions of women serving on National Science Foundation advisory committees—up from eight percent in 1973 to 14 percent in 1977. However, it reported, at the National Research Council, only five percent of the committee members are women. The committee recommended that NRC conduct per-

iodic monitoring of its committees to insure an appropriate number of women scientists. The 155-page report analyzes trends in the employment and education of women scientists, and contains extensive data.

Copies of "Climbing the Academic Ladder: Doctoral Women Scientists in Academe" cost $2 each and are available from Office of Publications, National Academy of Sciences, 2101 Constitution Ave., NW, Washington, DC 20418.

Barriers Facing Women in Science: An Unbalanced Formula

Women scientists, except for new baccalaureate graduates in engineering and chemistry, receive lower annual salaries than men at every degree level, in every work setting, and in every field according to the December 1978 issue of *Grants* Magazine (Vol. 1, No. 4). Two articles highlight the barriers to success and opportunity facing women in science. "Women in Scientific Research—A Statistical Portrait" by Betty M. Vetter reports that the salary gap between men and women scientists widens with age; that women are more likely to be employed in educational institutions, particularly secondary schools and two-year colleges, hospitals and clinics rather than in business, industry, or government; and that the proportion of women doing research in science or engineering remains small.

"Equality for Women Scientists" by Mina J. Bissell summarizes the obstacles for women scientists who compete for research awards. According to the article, "the greatest resistance to the equal treatment of women scientists—especially those on their way up—is found in the major universities and research institutions." Suggestions are made for improving the decision-making process. Copies of the articles are available at $7.50 each from the Journal Department, Plenum Publishing Co., 227 W. 17th St., New York, NY 10011.

Is There A Woman Doctor in the House?

More than 450 women physicians and students attended the first Regional Conference for Women in Medicine in New York in March 1979. Co-sponsored by the CORNELL UNIVERSITY Medical College and the Women's Medical Association of New York, New Jersey, and Connecticut, the focus of the meeting was on increased representation of women on decision-making committees at the academic, hospital, state and legislative levels. Speakers included Marlys Witte, professor of surgery at the UNIVERSITY OF ARIZONA College of Medicine who pointed out that while there are sufficient female candidates for administrative positions, women are clustered in the low-ranking, untenured jobs. Although ten percent of all medical faculty are women, she noted, they are only 3.5 percent of all full professors. There are currently no women deans and the professional title where women are best represented is professor emeritus: 13 percent.

Lila Wallis, associate professor of clinical medicine at Cornell and director of the conference, reported on a study of medical schools that showed a basic discrepancy in curriculum time spent training students in these unique women's health needs, despite the fact that women patients account for more than 60 percent of all patient-physician encounters. Although 200,000 breast and genital maligancies are found each year, she observed, much more curriculum time is spent on such illnesses as rheumatic heart disease, of which there are only 5,000 to 10,000 new cases a year. For further information: Lila A. Wallis, Cornell University Medical College, 1300 York Ave., New York, NY 10021.

MINORITY WOMEN

Minority Women Form Science Network

The National Network of Minority Women in Science was created to explore the special problems faced by minority women who aspire to or engage in science careers. Membership in the network is open to women trained in the natural and social sciences who are Asian, Native American, Black, Chicana or Puerto Rican. For further information contact the Office of Opportunities in Science, AAAS, 1776 Massachusetts Avenue, NW, Washington, DC 20036.

Resources on Women and Minorities

Women and Minority Recruitment: A Resource Guide contains information on American Indians, Asian-Americans, Blacks, Spanish-speaking Americans, and women. Published by MICHIGAN STATE UNIVERSITY's Department of Human Relations and the the Offices of Women's and Minority Programs, the reference book updates an earlier edition. It contains listings of over 200 colleges and universities which have large numbers of minorities and women enrolled. Nine major areas of study and 89 specific disciplines are included. Profiles of professional and social organizations which represent minority and women's interests, are listed with names, addresses, and telephone numbers of contact persons. Periodicals, newspapers, professional journals, and radio stations whose audiences include large percentages of minorities are also noted. In addition, the guide lists registries, surveys, professional rosters, local resource centers for minority/women recruitment, directories, and a listing of affirmative action officers at over 200 colleges and universities. Copies may be purchased for $25 from Michigan State University, Dept. of Human Relations, 380 Administration Building, East Lansing, MI 48824.

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A Reader's Forum on Black Men and Women

The entire May/June issue of *The Black Scholar* focuses upon the relationships between the sexes within the black community. The articles, which were written by readers in response to an essay appearing in an earlier issue, address the political, historical, cultural and interpersonal aspects of black male/female relationships. Interviews and book reviews are also included. Single copies of the magazine are available at $2 from P.O. Box 908, Sausalito, CA 94965.

Bibliography of American Black Women

American Black Women in the Arts and Social Sciences: A Bibliographic Survey contains lists of bibliographies, books, articles, collections, novels, plays, poems, short stories, criticism, music, art and audiovisual materials by American black women. Also included are individual bibliographies of noted black women authors; black periodicals and publishing houses; and a chronology of important dates in the history of American black women. Compiled by Ora Williams, the 197-page book costs $8 and is available from The Scarecrow Press, Inc., P.O. Box 656, Metuchen, NJ 08840.

RE-ENTRY WOMEN

Mid-Career Students: Changing Course Mid-Stream

Three-fourths of the estimated 12 to 30 million adults who are re-entering education and training programs plan to improve their occupational status. A recent study of 1,042 mid-career students in seven different communities found mid-career changers to be the predominant group among the four types of adult students: (1) *present changers*, those who had decided upon a new occupation and who were activeiy preparing to enter it; (2) *potential changers*, those who intended to change their occupations and were broadening their education while they examined new career options; (3) *career upgraders*, those who were preparing themselves for a promotion or major advancement in their present careers; and (4) those who were broadening their general education usually as a result of a lifestyle transition.

The survey data indicated that the average mid-career student is 38 years old, married and rearing children, employed part-time or full-time, and has changed jobs three or more times. This is a different clientele from that served historically by traditional postsecondary institutions. Most women students were either homemakers re-entering employment after some years of raising a family or career women who perceived new opportunities. Most of the people in the study considered themselves in transition, with women more transition-oriented than men. Those in transition tended to utilize available resources to a greater degree. The study, "Mid-Career Change: Adult Students in Mid-Career Transition, and Community Support Systems Developed to Meet Their Needs" was sponsored by the UNIVERSITY OF CALIFORNIA—Mid-Career Change Project. Copies of the executive summary and final report are available through the HEW Office of Education, Special Community Services and Continuing Education Program, Washington, DC 20202.

Re-entry Women: Making the Second Go-Round a Smoother Ride

Second Wind: A Program for Returning Women Students is a manual that describes the background, planning, implementation, and evaluation of the Program for Returning Women at the UNIVERSITY OF MARYLAND (College Park Campus) Counseling Center. It is designed for use on other campuses as a model for low cost, student operated, self-perpetuation programs for re-entry women. Students are trained in one of several areas such as career advisement, orientation, workshop leadership, and peer counseling so they can provide services to other returning women and eventually assume full responsibility for the planning and operation of the program. The program also attempts to sensitize the university faculty and staff to the needs of returning women. The manual contains sample evaluation sheets for use by other institutions establishing similar programs. Copies are available prepaid at $2.75 plus 20 percent handling (for orders under $20) and $2.75 plus 15 percent handling (for orders over $20) from Education Development Center Distribution, 39 Chapel St., Newton, MA 02160. Checks should be payable to EDC.

Back to School at Maryland

Continuing Education for Women in Maryland is a 40-page booklet providing comprehensive summaries of adult education opportunities at every level in Maryland which are open to women. Published by the Maryland Commission for Women, this publication provides information on selecting a college program and how to obtain credit for "life experience", and describes the various program offerings at colleges and universities throughout the state. This booklet will be of interest to those who are developing a similar resource for their own state. Single copies are available free from the Maryland Commission for Women, 1100 North Eutaw Street, Baltimore, MD 21201.

Berkeley Makes Sure the School Fits

Is Berkeley the Right Place For You? is a guide for re-entry women prepared by the Center for Continuing

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Education of Women at the UNIVERSITY OF CALIFORNIA, BERKELEY. It describes the environment a returning woman student will find at Berkeley with particular attention to questions of financial aid, admissions requirements, minority resources, housing, day care, and choosing a major. A short bibliography completes the handbook which was funded in part through a grant under Title 1-A of the Higher Education Act of 1965, as administered by the California Post-Secondary Education Commission. Individuals or groups planning similar guides for other campuses may be interested in this publication as a model. A limited number of copies are available free of charge. When the free supply is exhausted, copies may be ordered for $1.00. Contact CPEC Project, c/o Sheila Humphreys, CCEW-Women's Center, Building T-9, University of California, Berkeley, CA 94720.

GENERAL RESOURCES

Word is Out: White House Publishes News on Women

The White House is now publishing a newsletter on women. Prepared by the Interdepartment Task Force on Women, *White House News on Women* contains information about government actions and programs affecting women. It will be issued periodically with occasional additional publications providing descriptions of federal activities. Copies are available by writing Susan McCullough or Frances Selnow, c/o Sarah Weddington's Office, The White House, Washington, DC 20500.

News Service Critiques Funding Proposals for Women's Groups

Professional help in the writing of funding proposals is now available to women's groups across the country through the Women's Action Alliance, Inc., the national non-profit center for women's issues and programs. The Alliance's new Proposal Critique Service brings together the expertise of foundation professionals and women's groups who seek advice on their funding proposals.

Women's groups may send their proposals to the Alliance who will submit them to volunteers from Women and Foundations/Corporate Philanthropy, a national group of professional foundation staff members. Proposals will receive a written evaluation and will be returned via the Alliance within three weeks.

There is a $5 fee for postage and handling. For further information contact Proposal Critique Service, Women's Action Alliance, Inc., 370 Lexington Ave., New York, NY 10017.

Continuing Ed Goes Abroad

Newsletter 5/6 on "Continuing Education for Women" presents an introduction to the educational policies and provisions for continuing education of women in 16 European countries. The 56-page booklet includes articles, discusses courses offered by high schools, women's organizations, and regular and adult education institutes in the fields of high school qualification, outreach work, re-entry to study and work, vocational training, women's studies, citizenship education, etc., as well as government support for these programs. Also included is a bibliography, a list of organizations and journals from the respective countries, and adult education conferences and seminars, with a special focus on women's education. Copies can be ordered from the International Council for Adult Education, 29 Prince Arthur Ave., Toronto, Ontario, Canada M5R 1B2. Single copies cost $5 plus postage.

Guide to Art Resources

"Guide to Women's Art Organizations" lists groups, activities, networks, and publications and other information about women in the visual or performing arts. The book contains brief descriptions of resources in the fields of painting, sculpture, drawing, photography, architecture, design, film and video, dance, music, theatre, and writing. Included are national and state organizations, multi-art centers, slide resources, archives, festivals and exhibitions, as well as a bibliography and resource list of other related services, publications, and information centers. Copies may be ordered from Midmarch Associates, Women Artists News, P.O. Box 3304, Grand Central Station, New York, NY 10017. Single copies are $4.50 to individuals, $5 to institutions, prepaid. Prices include fourth-class book-rate postage; for first-class mail, add $.50 per copy. Quantity rates are available; inquiries should be sent to above address.

Arrivals and Departures

The Project recently welcomed a new member to its staff. Renée Creange, who interned with the Project last summer and graduated *magna cum laude* from PRINCETON UNIVERSITY (NJ) this June, joins the Project as a research assistant. Creange received her bachelor of arts degree in English literature and was elected to Princeton's chapter of the Phi Beta Kappa Society.

The Project also wishes to thank our summer staff assistant, Samuel R. White, a senior at AMERICAN UNIVERSITY (DC) majoring in graphic design, as well as our two summer interns, Suzanne Spaulding, a second year law student at the UNIVERSITY OF VIRGINIA, and Allie Lyons, a sophomore at CONNECTICUT COLLEGE.

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Lend A Hand, Become A Project Associate

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 17,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federad bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. We need your participation to continue our free services. This guaranteed readership assures the broadest possible impact on the thinking of people in higher education, including those who are still lukewarm to the issues of women.

We ask you to join in our work by becoming an Associate of the Project. As an Associate you will not only receive all the Project's regular mailings, but also a Special Report only for Associates. Your contribution of $15, $25, $50, $100 or more will help bridge the gap between law and substantive change.

YES, I want to help women achieve true equality in higher education. I want to become an Associate of the Project. I enclose my contribution of:

☐ $15 ☐ $25 ☐ $50 ☐ $100 ☐ Other $.....

Please fill in your and address below:

Name .....

Address .....

City/State/Zip .....

FOR INDIVIDUALS WHO HAVE BEEN RECEIVING OUR MAILINGS:

DID YOU RETURN THE FORM ENCLOSED IN OUR LAST MAILING? IF NOT, THIS IS YOUR LAST CHANCE. If you want to continue receiving our materials, you must fill out this duplicate form and return it to our office no later than *October 1, 1979*. Otherwise, your name will be dropped from our list and you will no longer receive our materials. [AAC member institutions and Project Associates will *not* be dropped.]

FOR INDIVIDUALS NOT CURRENTLY ON OUR LIST WHO WANT TO RECEIVE OUR MAILINGS:
Please fill out the form below and we will add your name to our mailing list.

Attention

The Project is updating and categorizing its mailing list. Please fill out this form carefully, and don't forget to include the information relating to your organizational affiliations and/or special inteersts relating to women in education. For example, it will be helpful for us to know, that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters. This information will be helpful in computerizing our list.

Finally, please let us know how you use our materials and how we can better meet your needs.

Name _____

Title _____ Institutional Affiliation _____

Address _____ City _____ State _____ Zip _____

Area Code _____ Telephone _____

Other Affiliations, Activities, and/or Special Interests Re: Women in Education _____

Check if this is: ☐ an address change or correction

Or if: ☐ new addition not currently on Project mailing list

Comments:

_____

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